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Analysis of Policies on Adult Learning and Education (ALE) in Kyrgyzstan, as a basis for strategic intervention

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EXECUTIVE SUMMARY

Adult learning and education (ALE) constitutes a key phase in the continuum of lifelong learning (LLL). It covers any learning activity (whether formal, non-formal or informal) after the learner has left initial education. ALE can be delivered by public and private providers. It can be organized as re-training and continuing education by employers, or organized by people for themselves through face to face groups, online communities or personal projects. ALE builds on and interacts with early childhood education, compulsory education at primary, lower and upper secondary levels, initial and continuing vocational education and training, and higher education.

According to the Belém Framework for Action adopted at UNESCO's Sixth International Conference on Adult Education (CONFINTEA VI) in December 2009, "adult learning and education enable people to acquire the knowledge, capabilities, skills, qualities and values necessary to exercise and develop their rights and be masters of their destiny. Adult learning and education are also an absolute necessity for achieving equity and inclusion, reducing poverty and building equitable, tolerant and sustainable literate societies". This way ALE benefits individuals, companies and societies. Adults that continue to learn earn more, are more employable, enjoy better health and are more active citizens. LLL helps them to improve a country's economic competitiveness and growth.

In a world of rapid changes, ALE should be established at the door-steps of all interested adult learners so as to make available the opportunity for learning to everyone. However, all citizens should also have the opportunity to develop themselves throughout their life at whatever age, to acquire knowledge and know-how to better pilot their life transition, to improve their quality of life, to develop their potential, and to experience the joy of learning.

The most important problems that can be identified in the field of ALE in the Kyrgyz Republic are related to the socio-economic and political development of the country¹, legislative regulation, and lack of a complete material and technical base and infrastructure for the training, retraining and professional development of adults.

Implementation of the adopted international (Agenda 2030, Sustainable Development Goals) and national (National Development Strategy of Kyrgyzstan until 2040) strategies and policies implies the further development of ALE. However, independent policies and laws regulating this sphere have not been developed yet.

In addition to the standard understanding of literacy as reading, writing and numeracy, it is necessary to develop functional literacy among young people and adults in Kyrgyzstan: that is, literacy for professional development and employment; literacy in information and communication technologies; information literacy, which includes skills to use mass media; legal literacy; and scientific and practical literacy.

The following interim results and necessary actions for their implementation have been identified as key recommendations for promoting ALE in Kyrgyzstan:

1. Such problems include high poverty rate (22.4%), frequent changes of government (this leads to the loss of institutional memory and slows down the decision-making process), and lack of political will.

Recommendations

Executive bodies

1. State recognition and approval of ALE as a priority area that contributes to the development of society and the economy	Government of the Kyrgyz Republic
2. Formation of a State and public system of ALE management: creation of an Interdepartmental Commission on ALE ²	Government of the Kyrgyz Republic
3. Formation of an executive body to implement the ALE strategy	Government of the Kyrgyz Republic
4. Creation of a legal framework for ALE: adopting a law on ALE (or a law on LLL)	Interdepartmental Commission on ALE, Jogorku Kenesh (Parliament of the Kyrgyz Republic)
4.1. Development of a qualifications framework and educational standards in ALE 4.2. Development of a legal framework for certification centers for validation of professional skills 4.3. Amending the law "On licensing and licensing system in the Kyrgyz Republic" 4.4. Bringing the regulatory framework into accordance with the law on ALE (or the law on LLL)	MOES, MLSD, executive body on ALE, Coordination Council for Independent Certification of Professional Competencies under CCI KR, ADB, DVV International, GIZ, ALE providers
5. Development of a national ALE strategy. Creation of regional programs of ALE development, taking into account socio-economic, demographic, national, cultural and other factors	Interdepartmental Commission on ALE, executive body on ALE
5.1. Assessment of public educational needs and existing capacities	Executive body on ALE, NGOs, ALE providers
5.2. Development of methodologies for training adult educators (andragogues)	Executive body on ALE, KAE, DVV International
5.3. Development of a system for evaluating educational institutions and the results of ALE (These may be non-State organizations, but they will necessarily have to undergo accreditation with a responsible State body)	Interdepartmental Commission on ALE, executive body on ALE
5.4. Development of methodologies for monitoring and evaluation of ALE implementation	Executive body on ALE, NSC
6. Ensuring the financial provision of ALE institutions: finding resources, developing funding mechanisms	Executive body on ALE, Ministry of Finance
7. Launching regular information campaigns to raise awareness of educational opportunities and promoting the concept of LLL	Executive body on ALE, ALE providers, KAEA and other NGOs

2. The Interdepartmental Commission should include representatives of the KR Government, key ministries and agencies on development of adult education and training system, ALE providers, civil society organizations, business associations and experts on ALE.

ABBREVIATIONS

ADB	Asian Development Bank
AKF	Aga Khan Foundation
ALE	Adult Learning and Education
ASPBAE	Asia South Pacific Association for Basic and Adult Education
ATC	Adult Training Center
CCI	Chamber of Commerce and Industry
CG	Program Curriculum globALE
CIS	Commonwealth of Independent States
EDS	Education Development Strategy
GDP	Gross Domestic Product
GIZ	German Society for International Cooperation
ICT	Information and Communication Technology
ILO	International Labor Organization
KAE	Kyrgyz Academy of Education
KAEA	Kyrgyz Adult Education Association
KGS	Kyrgyz Som (National Currency of the Kyrgyz Republic)
LLL	Lifelong Learning
LSG	Local Self-Government (municipality)
MOES	Ministry of Education and Science
MLSD	Ministry of Labor and Social Development
MICS	Multiple Indicator Cluster Survey
MOOC	Massive Open Online Courses
NDS	National Development Strategy
NGO	Non-governmental organization
NSC	National Statistical Committee
OER	Open Educational Resources
PA	Public Association
PWD	Person with Disabilities
SDF	Skills Development Fund
SDG	Sustainable Development Goals
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
USD	United States dollar (\$)
WB	World Bank
WFP	United Nations World Food Programme

BASIC CONCEPTS AND TERMS

Andragogy – methods and practice of teaching adult learners.

Andragogue – is a specialist in training adults.

Center of excellence – is a structural division of the specialized educational institution of the primary vocational education system of the Kyrgyz Republic, which supports the modernization of the industry by improving the quality of professional training.

Competence – a proven ability of an individual to use various knowledge, skills, personal and social abilities and/or methodological abilities in various professional and learning situations for professional and/or personal development.

Massive Open Online Courses – one of the formats of digital learning, which has become popular because of its popularity. Characteristic features: asynchronous learning process, training material is delivered in video format; the course itself is launched only after a sufficient number of participants.

National Framework System is a set of mechanisms to ensure the interaction between education and the labor market, including the National Qualification Framework, sectoral qualifications frameworks, professional and educational standards and recognition procedures, qualification assessment systems, educational organizations and programmes.

National Qualifications Framework – a structured description of levels of qualifications according to a set of criteria aimed at integrating and coordinating national qualification subsystems, ensuring comparability of qualifications, and providing the basis for a system of conformity and attribution of qualifications.

Open Educational Resources – these are digital learning materials that are made available to the public and distributed under an open license. They can be both materials for teachers and content for students: lecture notes, video course content, collections of academic journals and publications, and so on.

Qualification is the result of a process of evaluation and recognition by the competent authority of an individual's learning of a particular educational programme and/or practical experience.

Skills – the ability to apply knowledge and use know-how to solve problems and problems (cognitive skills related to the use of logical, intuitive and creative thinking, practical skills related to the use of manual operations and the use of methods, materials, tools and instruments).

Validation is verification of a person's professional competencies acquired through non-formal/informal training and/or work experience in order to obtain a qualification through independent certification.

01. COUNTRY BACKGROUND



Figure 1. Map of Kyrgyzstan

Basic information and relevant data

The Kyrgyz Republic is a unitary, democratic republic which declared its sovereignty on August 31 in 1991. It is situated in the north-east of Central Asia and borders:

- in the north, with Kazakhstan,
- in the west and northwest with Uzbekistan,
- in the southwest with Tajikistan and
- and in the south and southeast with China.

The total area of the Republic is 199.9k km². 94% of the country is mountainous. The average altitude is 2,750 m above sea level.

The main territorial units are: 7 regions, 40 districts, 22 cities and 458 ayil okmotu (village councils). The capital city is Bishkek.

Key Indicators³

- Population, 2020: 6,523.5k people.
- The share of rural population is 66.1%, urban population 33.9%.
- Income level (World Bank): lower middle-income country.
- Gross Domestic Product, 2019: 845 billion USD.
- Gross Domestic Product per capita, 2019: 1,319 USD.
- State budget, 2019⁴:

3. Source: National Statistical Committee of the Kyrgyz Republic. Access mode: <http://stat.kg>.

4. Law on the Republican Budget of the Kyrgyz Republic for 2019 and the forecast for 2020-2021.

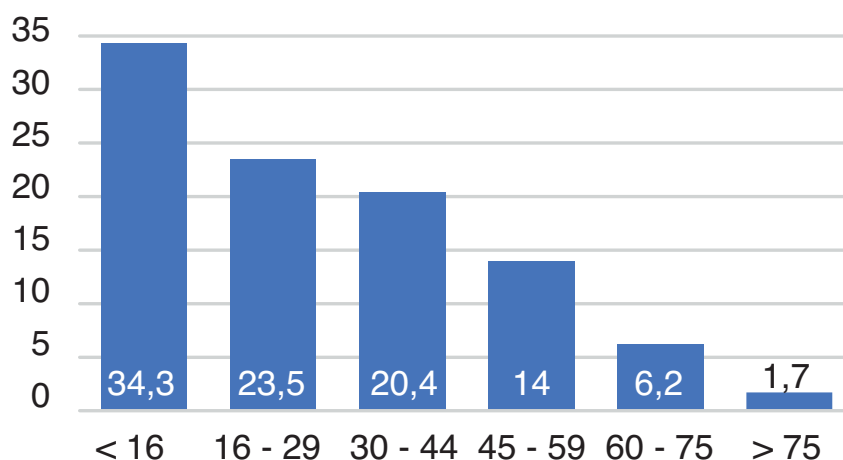
- Revenues: 244 billion USD. Expenses: 258 billion USD.
- Public debt, 2018: 446 billion USD
- Poverty rate, 2018: in Kyrgyzstan 22.4% (by regions the poverty rate varies from 14.8% in Osh region to 35.5% in Osh city). There are 1.43 million people living below the poverty line in Kyrgyzstan. The income of these people was less than 480 USD per year. At the same time, 35,600 people were below the extreme poverty line, earning less than 255 USD per year
- General unemployment rate, 2018: 6.2% (by regions, the unemployment rate varies from 2.5% in Talas oblast to 9% in Batken oblast). Women 6.9% and men 5.7%.
- Official unemployment rate, 2020: 3.0%.
- Number of officially registered unemployed, 2020: 76.8k people⁵.
- Living wage per month, 2019: 68.7 USD.
- Average monthly wage, January 2020: 246 USD.
- Average monthly salary of an employee employed in education, January 2020: 194 USD.
- Literacy rate of population aged 15 years and over: 99.52%. Women 99.41%, men 99.64%.⁶

Biographical, demographic and technological challenges

Common challenges. Kyrgyzstan is an intracontinental mountainous country with low population density⁷ and relatively little agricultural land. Regionally, the Central Asian countries bordering Kyrgyzstan and the Xinjiang UAR region share challenges related to remoteness from global economic centers, underdeveloped or insufficient transit of the transport and logistics network, and limited agricultural and industrial resources under growing demographic pressure. The region is highly affected by negative environmental and climate change. In Kyrgyzstan, problems of air pollution, land degradation and the provision of drinking and irrigation water can be highlighted. Security threats such as violent extremism and inter-ethnic conflicts are of concern.

Demographical challenges. In Kyrgyzstan, people of working age⁸ make up 58% of the total population, so there is a high demand for new jobs in the country. Over half of the population in Kyrgyzstan is under the age of 30. Nearly one third of the population is under 15 years old, putting pressure on the education system and labor market. In recent years, there has been a decline in the number of people of working age in the total population (60.7% at the beginning of 2013).

Figure 2. Kyrgyzstan age breakdown, % (2019)



5. Source: Employment Promotion Portal of MLSR. Access mode: <http://zanyatost.kg>.

6. Source: UNESCO Institute for Statistics, 2016.

7. 31 people per 1 square kilometer. Source: NSC.

8. Women aged 16-58 years and men aged 16-63 years.

The population of Kyrgyzstan is gradually approaching the UN old age threshold⁹. At the beginning of 2019, there were 301,000 or 4.7% of Kyrgyz citizens aged 65 or older. According to a UN forecast, the proportion of elderly people aged 65 and over in Kyrgyzstan will approach 7% around 2030. These demographic trends confirm the relevance of the development of adult education and training in the Kyrgyz Republic.

Technological challenges. Rapid technological changes, along with demographic trends, have the greatest impact on changes in global, regional and country labor markets. Digitalization of business processes¹⁰ poses a number of challenges to the education system that affect all aspects of its development – from the need for a modern level of material and technical base of all educational organizations to changes in the content of education that guarantee the formation, along with traditional competencies, of "competencies of the XXI century".

According to the MICS, only 29.7% of women aged 15-24 have ICT skills. In the 15-49 age group, only one in five women (21%) has computer skills.¹¹

Challenges for the education system and the ALE sector

Lack of Adequate Recognition. The value of ALE is underestimated at various levels of the education management system. Decision-making does not take into account the possible advantages and benefits that a country can derive from developing this sector.

The imperfection of the legal framework. No laws on ALE or LLL currently exist. The process of obtaining licenses for non-formal education providers is complicated and is not well adapted to the specific context of a non-formal adult education approach of education and civil society providers. Existing standards do not provide for mobile learning (outside the classroom). No legal framework has been established to promote validation of professional skills. There is a need to develop a national qualification framework, professional standards and a procedure for skills recognition. There are no certification centers that would recognize the professional experience of an adult obtained informally.

Governance. ALE is not a well-defined sector with an explicit strategy.

Lack of interaction and coordination between State and non-State authorities. A significant obstacle to the development of ALE in the Kyrgyz Republic is the insufficient level of coordination among stakeholders involved in the ALE sub-sector. Mechanisms for partnership between formal and non-formal education sectors are poorly developed. Opportunities to transfer work based within the State social order, public-private partnership, and public procurement of ALE delivered by non-State providers, are rarely used.

Accessibility.

Lack of logistics base and infrastructure for adult learning. This problem is especially relevant for State providers. According to the Ministry of Education and Science (MOES), 30% of primary vocational education institutions need to upgrade their material and technical base. Access to classrooms and dormitories is problematic for people with disabilities.

Access to ALE is limited in the regions due to lack of providers offering relevant programmes. Almost all resources, including financial and human resources, are concentrated in the economic and political center of the country - Bishkek. Rural areas, especially in the southern part of the country (Batken, Jalal-Abad and Osh regions) are poorer. The gap in gross regional product per capita between the richest

9. According to the UN age classification, if the proportion of persons aged 65 years and over in the total population is below 4%, the population of such a country is considered young, if between 4 and 7 % – the population at the old age threshold, if above 7 % – the old population. In Kyrgyzstan this indicator is much lower than in other CIS countries: in 2018 the indicator are: for Azerbaijan 6.8%, Kazakhstan 7.3%, Armenia 11.9%, Russia 14.6%, Belarus 15.2%.

10. For example, according to the NSC, in 2018 the number of specialists of enterprises and organizations engaged in computer equipment and information and communication technologies increased by 1.7 times compared to 2013. Source: Handbook of the NSC Information and Communication Technologies in the Kyrgyz Republic.

11. Multiple Indicator Cluster Survey (MICS) in Kyrgyz Republic. 2018: If a woman has performed one of the nine listed actions on a computer in the last three months before the survey, it is assumed that she has computer skills. The activities listed cover a different range of ICT-related knowledge and skills, from simply copying and transferring files, sending e-mails to developing programs in a programming language.

(Bishkek) and poorest (Osh) regions of the country is 6 times as wide. Bishkek produces 40% of the country's GDP. The distribution of State and non-State institutions providing ALE in the country is uneven. They operate mainly in the capital and major population centers. That limits access to their services for rural residents.

Lack of professional trainers and managers in ALE. Professional management and teaching staff in adult education are lacking, as is a sustainable system of training, retraining and professional development.

Lack of statistics and analysis. Good decisions in the field of ALE are hampered by the lack of reliable statistics, which are not collected by statistical authorities and relevant government agencies. Monitoring and evaluation of the entire ALE sub-system in the Kyrgyz Republic has practically speaking not been conducted.



02.

ASSESSMENT OF FRAMEWORK CONDITIONS FOR ALE

Enabling environment

ALE in Governmental strategies on macro, meso, micro levels

Kyrgyzstan joined the global movement Education for All (EFA) within the Dakar Framework for Action¹², adopted at the end of the World Education Forum in Dakar in April 2000. Kyrgyzstan is party to the Agreement on Cooperation in the Field of Adult Knowledge and Education. The Commonwealth of Independent States (CIS) member countries take an active part in the work of the CIS Interstate Committee on Knowledge Dissemination and Adult Education, the programme of which provides for serious work on the formation of an ALE sector in the CIS, covering all basic types of knowledge.

On 25 September 2015 world leaders at the United Nations Summit adopted the Sustainable Development Agenda 2030, which includes 17 Sustainable Development Goals (SDGs). The Kyrgyz Republic, along with other countries, has made commitments to contribute to the achievement of global SDGs, as well as to monitor indicators of SDG achievement. Each of the 17 goals, one of which is education, contains a number of indicators to be achieved by 2030. SDG 4 calls for: "Achieving inclusive and equitable quality education and promoting lifelong learning opportunities for all." Five of the seven targets included in SDG 4 are directly related to ALE.

In 2018, the Kyrgyz Republic adopted the National Development Strategy for 2018-2040¹³ (NDS), a document that sets out strategic prospects for the long term. An important place in the NDS is given to the vision of the future, which will be centered on a person who is focused on development, and whose potential will enable him or her to ensure a decent standard of living for him or herself and for their families. The NDS emphasizes that: "The desire for new knowledge, a healthy lifestyle and progressive spiritual values is becoming the main factor in human development and, accordingly, the top priority of the Development Strategy". The NDS sets forth the requirements of society and the State for the educational system, which "...will be focused on nurturing a harmonious personality, revealing the potential of the individual, forming applicable knowledge and competences, allowing the individual to adapt to changes in the world, be competitive and in demand". The implementation of the NDS for the period 2018 to 2022 is envisaged in the Government of the Kyrgyz Republic programme "Unity. Trust. Creation"¹⁴ (approved by the Jogorku Kenesh in April 2018).

The key strategy regulating the development of the education sector in Kyrgyzstan is the Education Development Strategy (EDS) for the period from 2012 to 2020¹⁵. There are two objectives dedicated to ALE in the EDS 2020: (1) increase the coverage of basic education for people who have no education or have dropped out of the school system before the normative date; (2) facilitate the adaptation of the

12. The commitment to Dakar Framework for Action is reflected in National Action Plan on Education for All (approved by Resolution of the KR Government dated July 30, 2002, #504).

13. Approved by presidential decree dated October 31 2018 #221 "On the National Development Strategy of the Kyrgyz Republic for 2018-2040". The strategy is available at: <https://www.gov.kg/ru/programs/8>

14. The programme is available at: <https://www.gov.kg/ru/programs/6>

15. Approved by Resolution of the KR Government dated March 23, 2012 #201 "On strategic directions of education system development in the Kyrgyz Republic". The strategy and action plan for strategy implementation are available at: <http://cbd.minjust.gov.kg/act/view/ru-ru/92984?cl=ru-ru>

economically active population to the rapidly changing requirements of the labor market. Based on these objectives, it can be noted that today the only recognized function of ALE in Kyrgyzstan is to train the population to acquire skills to enter the labor market.

In 2019, the Concept of ALE development in Kyrgyzstan was developed. This Concept has not been approved, but finalization and approval are expected to be included in the first three-year plan for implementation of the Education Development Strategy 2020-2040.

It should be noted that Kyrgyzstan ratified the UN Convention on the Rights of Persons with Disabilities only in 2019¹⁶. Later, the Concept for Development of Inclusive Education in Kyrgyzstan for 2019-2023 was approved¹⁷. However, this concept does not include adult education and training in comprehensive form: only primary, secondary and higher vocational education are reflected. It is important that an ALE development strategy in Kyrgyzstan takes into account the needs of all vulnerable groups, including people with disabilities according to Sustainable Development Agenda 2030, one of key principles is "leaving no one behind".

In March 1996 the Kyrgyz Republic signed the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)¹⁸. A number of laws and programmes have been adopted in Kyrgyzstan to implement gender policy and reduce violence against women. The first long-term document in the area of achieving gender equality in Kyrgyzstan is the National Strategy of the Kyrgyz Republic on Achieving Gender Equality 2012-2020¹⁹. Education plays a key role in achieving gender equality. The strategy notes the need to develop an ALE system. Applied knowledge and skills, ranging from the use of modern technology and Internet to reproductive health knowledge and communication skills, are an important component to support gender equality, economic growth and overall quality of life.

Governance for ALE – policy, legislation, financing

Today, ALE in Kyrgyzstan is understood to mean the education of persons older than 16 years, but there are no specialized policies, laws or strategies to develop it.

Here are the key legal acts regulating adult education and training in Kyrgyzstan.

The Constitution of the Kyrgyz Republic establishes the right of everyone to education (art. 45).

In 2003, the Law of the Kyrgyz Republic On Education in article 24 introduced the concept of additional education of adults: "...additional education of adults – more complete satisfaction of personal needs for continuous professional development of workers, employees, specialists in connection with the continuous improvement of educational standards." The same article establishes that the additional education of adults includes retraining and professional development of personnel²⁰.

In accordance with the "Regulation on additional professional education in the Kyrgyz Republic" approved by the KR Government Decree dated February 3 2004, #53, additional professional education programs include professional retraining, professional development and internship programs for qualified labor workers and specialists with higher and secondary professional education.

The activities of additional education organizations should be carried out on the basis of a licence issued

16. Law of the Kyrgyz Republic dated March 13 2019, # 34 "On the Rights of Persons with Disabilities, adopted by the United Nations General Assembly on 13 December 2006, signed on 21 September 2011.

17. Approved by Resolution of the KR Government on July 19 2019, # 360 "On issues of developing inclusive education in the Kyrgyz Republic".

18. Approved by Resolution of the Assembly of People's Representatives of the Jogorku Kenesh of KR dated March 6, 1996, #257

19. Approved by Resolution of the KR Government dated June 27 2012, # 443

20. In educational organizations of general and professional education beyond the basic educational programs; in educational organizations of additional education (at the courses of professional development, and at music and art schools, art schools and other educational organizations having the corresponding licenses); through individual pedagogical activity.

by the MOES. Licensing is regulated by the Law of the Kyrgyz Republic dated October 19 2013, #195 On licensing and licensing system in the Kyrgyz Republic and temporary regulation On licensing procedure of educational activity in the Kyrgyz Republic (approved by the Government Decree of the Kyrgyz Republic dated July 23 2018, #334).

Financing. Formal adult education institutions are financed from the State budget, international donors, employers and the learners themselves.

The state budget finances:

- primary vocational education (for people aged 14 to 28 years who are taking their first vocational education);
- secondary and higher vocational education within the limits of the allocated grants;
- education of unemployed citizens;
- retraining and advanced training of teachers, doctors and public officials.

Despite constitutional guarantees, evening schools are not funded from the State budget and this form of education is provided on a fee-paying basis.

Expenses for non-formal education are provided from the funds of the founder (founders), funds received from carrying out statutory activities, loans, voluntary donations and earmarked contributions of legal entities and individuals, including foreign ones.

One of the tools for financing non-formal education is the execution of training orders (public procurement) for unemployed citizens, placed by the employment services on the basis of public tenders.

It is also possible to motivate private organizations to fund ALE through public-private partnerships, using tax methods (reduction or exemption of some taxes, payment delays) and non-tax methods (various awards to enhance reputation of funding companies).

ALE in qualification frameworks

In 2019, the Concept of National Qualification System²¹ in the Kyrgyz Republic was developed. The MOES and the Ministry of Labor and Social Development (MLSD) are the responsible bodies for developing action plans for implementation of the Concept of National Qualification System in the Kyrgyz Republic. The Department of Education, Culture and Sports of the Government of the Kyrgyz Republic is responsible for monitoring the implementation of the Concept.

The main interconnected elements of the national qualifications system will be:

- national qualification framework (NQF), containing a generalized description of qualification levels;
- professional standards and procedures for their recognition;
- a sectoral framework of qualifications;
- systems for the assessment of qualifications.

According to the Concept (chapter 3), the objectives of the national qualifications system are:

- Facilitating the creation of conditions for the adaptation of qualifications to the needs of the national economy;
- establishing comparability of different types of qualifications by introducing uniform levels and ways

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of moving from one level to another, changing professional or branch affiliation or moving within a profession or branch, and even changing areas of specialization or academic activity;

- improving the transparency of qualifications through standardization of all qualifications and the use of learning outcomes;
- increased labor mobility through the improved ability of employers to identify skills and abilities of workers at national, regional, and international levels;
- increased involvement of the private sector in education and training activities;
- setting a benchmark for quality assurance purposes;
- establishing a system for recognizing skills and competencies acquired through informal or non-formal learning;
- assist learners in their decision-making by identifying clear educational transfers leading to their chosen career goals;
- motivating learners to pursue education through all forms and methods of formal, non-formal and informal learning, by moving between different qualification levels.

According to the Concept of National Qualification System, by the end of 2020, 6 sectoral qualification frameworks should be established and approved, taking into account national priorities.

Examples of best practice

Interaction with local self-government bodies. Some local self-government bodies support the activities of local Adult Training Center (ATC). These ATCs are members of the Kyrgyzstan Adult Education Association (KAEA) and inform the population about training opportunities, collect data on training needs, provide premises for courses, arrange in-kind support by allocation of construction materials, and purchase of furniture and inventory. In addition, some ATC (Utan, Karakol; Success, Grigorievka; Chui Regional Training and Development Center) noted the successful experience of public procurement, from the side of municipalities, of training courses financed from local budgets.

Introduction of the "Tunduk"-based Labor Market Information System. In 2019, the MLSD introduced the Labor Market Information System (LMIS), developed with the assistance of the German Society for International Cooperation (GIZ). The LMIS is a programme for automating the work of city and district departments' employment services. It will enable the transition to electronic document management when registering the unemployed. The number of required certificates for registering as unemployed has already been reduced. LMIS receives part of the necessary documents through the Tunduk system of interdepartmental electronic interaction. This has simplified access to free vocational training for unemployed citizens.

Summary

Summarizing this description of the regulation of the ALE sub-sector in Kyrgyzstan, the following changes in legislation can be noted:

- perpetual licenses for educational activities began to be issued;
- the training center may obtain a license to organize educational courses based on rented premises;
- in 2019, the Concept of a National Qualification System was developed.

Despite these changes, the ALE sector has still not yet been properly recognized in Kyrgyzstan. Implementation of the adopted international agendas (Agenda 2030, SDG) and national strategies (National Development Strategy of Kyrgyzstan until 2040) implies the development of ALE. Independent policies and laws regulating this sphere have however not been developed yet.

In general, the development of the regulatory framework should lead to the creation of transparent, fair and clear rules for the development of ALE, formal, non-formal and informal.

Institutional arrangements

State structures for ALE implementation and coordination

Currently, there is no separate body responsible for implementing and coordinating ALE in Kyrgyzstan. Today the functions of ALE are assigned to a large number of State bodies. However, the key role is assigned to the MOES of the Kyrgyz Republic. Information on key actors is presented below:

- **The Ministry of Education and Science (MOES)** is the central body with executive power, which carries out State policy and management in the field of education and science and exercising State control over the availability and quality of education, ensuring the constitutional right of citizens of the Kyrgyz Republic to education. At the beginning of 2000s, the MOES had a Department responsible for development of ALE in Kyrgyzstan. But it existed for less than 2 years. Currently, there is only one person in the Ministry, only part of whose responsibilities is ALE.
- **Agency for Primary Vocational Education** under the MOES. The main activity is to provide quality training, retraining and professional development of skilled workers in the main areas of socially useful activities that meet the requirements of the modern labor market through vocational schools and colleges. Short-term vocational training courses are also provided.
- **The Ministry of Labor and Social Development (MLSD)** and its subordinate subdivisions are working to provide assistance in retraining and employment of the unemployed population.
- **The State Personnel Service of the Kyrgyz Republic** is tasked with developing and adopting the relevant normative legal acts and unified rules that are mandatory for State bodies, introducing a system of competitive selection for the civil service that ensures openness and transparency in hiring, forming a national reserve of personnel, and coordinating the training and professional development of civil servants.
- **The Republican Institute of Professional Development and Retraining of Pedagogical Workers** under the MOES.
- **The Republican Scientific and Methodological Center** is a subordinate subdivision of the authorized management body of the Agency for Primary Vocational Education. It is engaged in raising the level of qualification of engineering, pedagogical and managerial personnel in the system of primary and secondary vocational education.
- **The Kyrgyz Academy of Education (KAE)** is responsible for scientific and methodological support of the educational process in Kyrgyzstan.
- **The Government's State Agency on Youth Affairs, Physical Education and Sport** is responsible for ensuring the participation of young people in the formulation and implementation of State youth policy, and for supporting their socially significant and innovative initiatives.
- **The Ministry of Culture, Information and Tourism** coordinates the activities of educational institutions in the area of culture and the arts, the State media and news agencies, within the limits of their competence.

In addition, most of the ministries and departments have a function of professional development, which also applies to ALE. Special mention should be made of the Ministry of Health of the Kyrgyz Republic. The MOES together with the MLSD are the bodies responsible for developing a draft Action Plan to implement the Concept of National Qualification System in the Kyrgyz Republic. The Department of Education, Culture and Sports of the Government of the Kyrgyz Republic is responsible for monitoring the implementation of the Concept.

There is no special body responsible for the training and re-training of trainers for the ALE sub-sector. The Republican Scientific and Methodological Center is responsible for training and re-training of trainers for primary and secondary vocational education. Centers of excellence also provide professional development for trainers in primary and secondary vocational education institutions.

Recognition, roles and platforms for non-State actors

Non-State providers

A large number of ALE providers work in the private sector. According to MOES, there are more than 1,000 organizations in Kyrgyzstan that implement programs aimed at training and retraining of adults. It is difficult to note the exact number of ATC due to the fact that, firstly, official statistics in this sphere is not kept, and secondly, there are organizations that have not received license from the MOES.

International organizations

ALE in Kyrgyzstan is supported by such international organizations as DVV International, GIZ, World Bank, ADB, UNDP, WFP, USAID, ILO, ASPBAE, Soros Foundation Kyrgyzstan, Aga Khan Foundation, Helvetas, Search for Common Ground, International Alert and others.

Table 1. Statistics of issued licences (additional education)

Year	Number of licences for additional education	Number of legal entities that have received licences
2014	736	403
2015	736	242
2016	1802	322
2017	867	245
2018	966	142
2019	403	89

There are also difficulties in analyzing issued licenses, as special registration of licences issued on organization of adults training is not conducted. They are classified as licenses for additional education. Learning programmes for children and adolescents (e.g. school preparation courses, mental arithmetic, exam preparation) are also included in this group.

In 1997, an informal network of ATCs was established in Kyrgyzstan and was registered as the KAEA in 2006 with support from DVV International. Today, 13 ATCs are members of the Association.

In 2019 officially registered NGO called Association for Education Development in Kyrgyzstan (AED). This association is dealing with adult education, youth and women empowerment, vocational training and education advocacy.

Figure 3. Adult Training Centers Members of Kyrgyz Adult Education Association (KAEA)



Among the partners of DVV International in Kyrgyzstan are State, non-State and international partners. The State partners are the Main Department of Penalty Execution under the Government of the Kyrgyz Republic and the Agency for Primary Vocational Education under the MOES. Partnership was started in 2012 under the "CHANCE-Adult Education in the penitentiary system: the chance for a better future". The objective of the project is the reintegration of convicts in society through training, improvement of working conditions, and continuous professional education from practical skills to employment. In 2019, DVV International and the State Penitentiary Service under the Government of the Kyrgyz Republic signed a Memorandum of Cooperation on providing training for the inmates in three penitentiary institutions of Kyrgyzstan on the base of vocational schools.

Non-State partners include the KAEA and its members, as well as NGOs the Institute of Youth Development, and Youth of Osh. DVV International supported various capacity-building activities of particular ATCs as well as macro level engagement of the KAEA. These actions include further training of the ATCs staff in networking, fundraising, ALE methods and approaches, technical support as well as the development of curricula and learning materials.

Also, with support of DVV International the following projects were implemented:

- Optimization of the library space for ALE in the public libraries of the Kyrgyz Republic;
- Democracy and Religion – dialogue between Equal and Moderate Voices (DREAM);
- Promotion of Ethnic Equality And Civic Engagement (PEACE).

Most of the projects funded by international organizations in the field of ALE in Kyrgyzstan are focused on developing professional skills. The most significant projects are:

GIZ program Sustainable economic development: "Promotion of employment and vocational training component for the period 2017-2018. Phase 3". Implementation period: 2017-2019. Objective and main areas: The project aims to improve the employment situation in selected regions of Kyrgyzstan of the unemployed, who participated in the labor market and vocational education offers. Through direct support to the target group through informal qualification courses, the project has an impact on poverty reduction. Rural development is promoted by increasing the offer of qualification courses in agricultural processing and greenhouse management.²²

GIZ Regional program Professional education in Central Asia(PECA). The Program status: multi-country (partner countries: Republic of Kazakhstan, Kyrgyz Republic, Republic of Tajikistan, Republic of Uzbekistan). Implementation period: 2017-2019. Purpose and main areas: Improved quality education and upskilling of

22. Source: <http://www.giz-employment.kg/en/>

specialists and managerial staff in the field of food production technology to regionally comparable and international standards²³.

GIZ program Prospects for Youth (2019-2022). To improve employment opportunities, the project promotes offers for local youth NGOs that focus on the development of labor-market-related skills for young people²⁴.

UNDP Integrated development of Osh region of the Kyrgyz Republic for 2017-2018. Component 4: Long-term employment growth through strengthening of vocational education system in target areas. Objective and main areas: to assist the Government of the Kyrgyz Republic in creating conditions for conflict prevention and ensuring sustainable human development in the Osh region²⁵.

ILO project Applying the G20 Training Strategy: Partnership of the ILO and the Russian Federation (Phase 2). Donor: Government of the Russian Federation. Timeline: 2016-2019. Beneficiary countries: Armenia, Kyrgyzstan, Tajikistan, Russian Federation, Vietnam, Jordan. Project objective and focus: Strengthening training systems, policies and strategies to enhance employment opportunities for both women and men, equal access to employment opportunities and equal treatment, increase income for inclusive and sustainable growth²⁶.

The second Vocational education and skills development project of the **Asian Development Bank (ADB)**, 2013-2017 (extended to 31 October 2018). The project aimed at improving quality and relevance, equal access to and effectiveness of vocational education and training in the Kyrgyz Republic. One of the key results of this project was the establishment of the Skills Development Fund²⁷.

The Soros Foundation Kyrgyzstan is promoting civic education projects. Search for Common Ground and International Alert are implementing mostly projects in the field of improving religious literacy and tolerance.

Skills Development Fund (SDF) organizes short-term courses in working professions at State and non-State educational institutions (86 educational institutions: vocational lyceums, colleges and private educational centers), in all regions of the country. These courses are available both on request from employers (including professional development of employees) and from individuals. The Skills Development Fund was established in 2016 with the assistance of the ADB. From 2016 to 2018, SDF activities were implemented and funded under the ADB's Second Project Vocational Education and Skills Development. Since January 2019 the Fund was included as a component for one year in the ADB Project Sector Development Programme: Skills for Inclusive Growth. At present, the issues of institutionalization of the SDF, its subordination, financing, composition of constituent organizations and possible sources and mechanisms of financing are being addressed. The draft decree of the Government of the Kyrgyz Republic On Establishment of the Skills Development Fund is being coordinated with the relevant ministries and agencies, according to which it is planned to establish the Skills Development Fund under the MLSD as an independent legal entity.

Platforms for non-State actors

Currently there is no common platform for uniting State and non-State organizations on ALE in Kyrgyzstan. But there are different coordination groups and several mechanisms that allow non-State organizations to participate in the decision-making process.

One form of interaction and cooperation between public and State bodies is public councils²⁸. Public councils are consultative and supervising bodies created on a voluntary basis from representatives of civil

23. Source: http://donors.kg/images/2019-08_PECA_factsheet_version_2_RU.pdf

24. Source: <https://www.giz.de/en/worldwide/80125.html>

25. Source: <http://www.kesip.kg/ru/83>

26. Источник: <http://www.kesip.kg/ru/150>

27. Источник: <http://www.kesip.kg/ru/79> 28. Деятельность общественных советов регулируется Законом Кыргызской Республики от 24 мая 2014 года № 74 "Об общественных советах при государственных органах". 28 Деятельность общественных советов регулируется Законом Кыргызской Республики от 24 мая 2014 года № 74 "Об общественных советах при государственных органах".

society, for interaction and cooperation with ministries, state committees and administrative departments, and also for realization of public monitoring of activity of these bodies. The purposes of creation of public councils are:

- promotion and discussion of public initiatives;
- assistance to State structures in decision-making;
- increase of transparency and efficiency of use of financial resources, including budget funds, loans, special funds, technical assistance and grants.

ALE issues can be promoted by public councils under the MOES and the MLSD.

In order to form and manage the system of independent sectoral certification of professional competencies, the Coordination Council under the Chamber of Commerce and Industry of the Kyrgyz Republic²⁹ was established in 2015. The Coordination Council now consists of 17 members. Its structure is based on social partnership, through delegating representatives from:

- State agencies (Agency for Primary Vocational Education, MOES, MLSD),
- vocational education institutions,
- the business community,
- civil society,
- trade union organizations.

Professionalization of ALE institutions and personnel

Among the priorities for the development of the education sector as a whole, the task of developing the human resources potential of the education system is an aspect that is always closely scrutinised. For ALE this task is doubly relevant.

And yet here is no special body responsible for training and re-training of trainers for the ALE sub-sector. The Republican Scientific and Methodological Center is responsible for training and re-training of trainers for primary and secondary vocational education. Centers of excellence³⁰ also provide professional development for trainers in primary and secondary vocational education institutions.

Current strategic documents in the field of education in Kyrgyzstan (Concept, Strategy and Action Plan on Strategy Implementation) do not include any concrete tasks for developing the professional field of andragogy³¹ further. But the Draft Education Development Strategy for the period from 2020 to 2040 has already noted the need to develop the science of ALE – andragogy. It also noted the need to recognize the profession of coach-andragogue at the state level, and to establish professional training and re-training of andragogy specialists - teachers, consultants, tutors, information and guidance services, organizers of adult education at work, etc.

As of today, there are practically no special courses in the higher education system for training of adult education specialists in Kyrgyzstan which touch upon the phenomenon of an adult in its socio-psychological and pedagogical interrelationships. There are no special courses for training andragogues in secondary or higher vocational education institutions.

The Curriculum globALE programme (CG) is the only training course for adult education specialists

29. Источник: <http://cci.kg/nezavisimaja-sertifikacija.html>

30. Center of excellence is a structural division of the specialized educational institution of the primary vocational education system of the Kyrgyz Republic, which supports the modernization of the industry by improving the quality of professional training.

31. Andragogy - methods and practice of teaching adult learners. Andragogue is a specialist in training adults.

in Kyrgyzstan. This global programme defines the basic qualification framework for teachers working in the field of ALE around the world. The authors of the programme are the Institute for International Cooperation of the German Adult Education Association (DVV International), and the German Institute for Adult Education - Leibniz Centre for Lifelong Learning (DIE).

From the end of 2013 to October 2015, the programme, consisting of 3 modules, was piloted in Bishkek for various stakeholders in the adult education sector. During this period 63 persons participated in the programme. In May 2019 the programme was resumed. Six modules, some selective, will be implemented during 2019-2020. Sixteen specialists are participating. They are the most motivated specialists from various educational systems: the higher education system, vocational education, teacher training and retraining systems, non-formal education representatives, and freelance trainers. The program will end with examination sessions in which each participant will present their mini-trainings to members of an evaluation commission.

CG provides for a generic pedagogical/andragogical qualification in teaching adults. It is relevant for all kinds of teachers and trainers of adults, no matter what subject they teach or in what context they work. Here are a few examples of fields which may benefit from CG training: adult literacy training, democracy education, community development, language classes for adults, cultural and arts education, vocational skills training.

There are plans to institutionalize CG as a program for the further development of professional opportunities for andragogues in the Kyrgyz Republic.

Summary

State actors

Currently, there is no separate body responsible for implementing and coordinating ALE in Kyrgyzstan. The functions of ALE are assigned to a number of State bodies. The key role is assigned to the MOES, but the Ministry has no specialists responsible for ALE nor LLL.

Non-State actors

A large number of ALE providers work in the private sector. It is difficult to know the exact number of educational centers: first, official statistics in this sphere are not kept; and secondly, there are organizations providing educational services without a licence in Kyrgyzstan. Thus, it is difficult to fully assess the scale of non-formal education.

Since 2006, the KAEA has been functioning, uniting 13 ATCs. Unfortunately, the level of KAEA's representation in the regions, in the form of its member ATCs, varies. However, some level of activity carried out by the Association and its members occurs in all regions of the country.

Free training courses are also delivered under various projects implemented by non-governmental or international organizations, although they are not systematic or sustainable.

Personnel

To date, Kyrgyzstan has no special courses for training adult educators (andragogues) in secondary or higher vocational education institutions. Training for trainers is being practised by different NGOs, projects and private consultancy companies. The training program Curriculum globALE developed by DVV International together with DIE has been piloted.

Technical processes

Provision of data and statistics on ALE

The National Statistical Committee of the Kyrgyz Republic (NSC) is the body that carries out State statistical activities. The NSC coordinates activities in the field of accounting and statistics throughout the Kyrgyz Republic. According to the State Classifier of the Kyrgyz Republic "Types of economic activity", education statistics covers State as well as private education at any level and in any subject. It includes education implemented by various organizations within the regular school system, vocational education, and ALE. Statistical data are available electronically on the NSC website³². Every five years a databook "Education and Science in the Kyrgyz Republic"³³ is published.

In practice, Kyrgyzstan does not have a separate block of statistics on ALE. There are no statistics on the activities of non-governmental organizations providing educational services. So there is no real picture of the ALE system as a whole. However, as part of the implementation of the SDGs in Kyrgyzstan, it was proposed to develop a form of data collection, according to which all legal entities that have received licences to conduct educational activities in the form of various courses will provide data annually on the coverage of non-formal education, in terms of training areas, including ICT, to the district and city statistical departments for subsequent transfer to the NSC³⁴. This will make it possible to collect statistics, in particular for monitoring indicator 4.4.1. of SDG4, with this providing an additional source of education statistics. A data portal on the implementation of the SDGs in Kyrgyzstan should be mentioned³⁵.

The following categories of statistical data in the ALE sub-sector in Kyrgyzstan can be separately identified.

Statistics on the training of unemployed citizens are recorded by the State Employment Service under the MLSD. In 2019, the Zanyatost.kg website was developed, which contains the job bank, laws and regulations in the area of promoting employment and labor market development in Kyrgyzstan. Unfortunately, the portal does not reflect statistical data dynamically. According to MLSD specialists, the portal will be further developed in 2020.

Registration and analysis of issued licenses for additional adult education is performed by the Department of Licensing of the MOES. Information on licensing of educational activities in Kyrgyzstan is published on the website of the MOES³⁶, as well as on a separate portal containing a register of issued licences³⁷. The MOES website contains databases of issued licenses in the form of attached Excel-documents. They reflect the names of legal entities that have received licences and the names of training courses. On the licensing portal it is possible to verify the authenticity of the licence by the licence registration number, name or company tax identification number.

Overview on access, participation and providers

Currently, ALE is mostly implemented in the Kyrgyz Republic through the formal system: institutions of primary, secondary and higher vocational education, and additionally via non-formal education.

ALE is also provided in evening schools. In the 1980s, there were 136 evening (shift) and correspondence schools in Kyrgyzstan, many located on the territory of enterprises. More than 12,000 people graduated

32. Statistics of education sector in Kyrgyzstan. Access mode: <http://www.stat.kg/en/statistics/obrazovanie>

33. The last data book was published in 2018. The data cover the period from 2013 to 2017.

34. Source: Matrix of inventory and adaptation of sustainable development goals and indicators as of 1 March 2019. The matrix is available at: <http://stat.kg/en/statistics/ceii-ustojchivogo-razvitiya>

35. Source: <https://sustainabledevelopment-kyrgyzstan.github.io>.

36. Source: <https://edu.gov.kg/ru/standarts/license-certification>

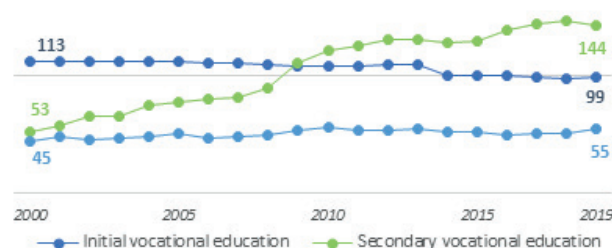
37. Source: <http://license.edu.gov.kg>

from these schools every year, which was about 0.4-0.6% of the working-age population. In 2017, there were five evening schools functioning in Kyrgyzstan, two in Bishkek and one each in the Osh city, Chui and Jalal-Abad regions. In the school year 2017/18, the number of students in evening/part-time and shift schools and classes was 4,756; girls accounted for 38% (1,814 students)³⁸.

Table 2 - Number of people who have received professional education, thousand people

	2019	2000-2019
Initial vocational education	27,8	489,7
Secondary vocational education	28,0	310,0
higher vocational education	33,3	706,2

Figure 4 - Number of educational organizations



Non-formal education is a system of educational services offered by various non-governmental organizations and institutions. Unfortunately, there are no statistics on adults attending non-formal courses. Information on the number of adults who have attended any course can only be obtained by contacting ALE providers directly. For example, in 2018, 2,549 people were trained in the ATCs (members of KAEA) and 3,100 in 2019.

From 2017 to 2019, 22,700 people, including 779 persons with disabilities (PWDs), received training at the Skills Development Fund. 54% of the graduates were trained by order of their employers.

Training the unemployed. On average, 7,000-7,500 unemployed people a year receive training at the expense of the State budget (7,300 in 2018; 7,200 in 2017 and 7,600 in 2016). Since 2015, 35 million KGS (0.5 million USD) have been allocated per year for training the unemployed citizens. In January-March 2020, the employment services sent 1,518 unemployed citizens for vocational training. According to the MLSD, the number of unemployed citizens in April 2020 is 174,000; the number of officially registered unemployed is 79,400.³⁹

Summary

Statistics of the ALE sector in Kyrgyzstan

In practice, there are few statistics on ALE in Kyrgyzstan, and no separate statistic block for ALE. The National Statistical Committee provides general statistics on the coverage of the population by different

Table 3 – Number of unemployed citizens in Kyrgyzstan, people⁴⁰

Year	Total	Male	Female
2016	55 579	26 106 (47%)	29 473 (53%)
2017	57 578	28 296 (49,1%)	29 282 (50,9%)
2018	70 869	35 510 (50,1%)	35 359 (49,9%)

38. Statistical collection "Education and Science in the Kyrgyz Republic", 2018

39. Source: <https://mlsp.gov.kg/2019/04/23/rynok-truda-kyrgyzskoj-respubliki-na-1-aprelya-2019-goda/>

40. Source: NSC; <http://www.stat.kg/en/statistics/zanyatost>

levels of formal education, and the number of state educational institutions. It is possible to find out from other sources the number of unemployed citizens who have completed free short-term professional courses (MLSD website <http://license.edu.gov.kg>) and the number of licences (MOES website) issued to organizations for conducting additional education courses. The following can be noted from the essential drawbacks of the available data sources: and there is no uniform format for registration of issued licences; there are no aggregate data on issued licenses, which complicates the process of data analysis. The Register of Issued Licences can be used only for the purpose of verification of data on the licence of an educational organization. To improve the portal, a section of statistics and analysis with different dashboards could be developed.

Lack of statistical data is expected to have a negative impact on decision-making processes. So it is important to include in the functions of statistical bodies the collection of necessary data on ALE, as well as to improve the tools (reports, websites) for providing statistical information.

03.

LEARNING FROM THE ASSESSMENT: RECOMMENDATIONS ON THE WAY TO AN ALE STRATEGY

Suggestions for a governance framework

Installing and strengthening governance

Good governance facilitates the implementation of ALE policies in an effective, transparent, accountable and equitable manner. Good governance is only possible when the State and society interact.

The State, in relation to ALE, acts as

- a lawmaker establishing the legal framework and norms to regulate educational potential;
- one of the main sources of funds to support and develop ALE;
- a major provider and consumer of updated personnel;
- coordinator of cooperative activities among ALE agencies
- a political force capable of determining to a large extent the attitude of the whole society towards the problems of developing ALE.

In these ways, the State can provide a mechanism for education sector reforms. For its implementation, there should be defined, possibly created, an executive agency for ALE, whose main functions should be:

- elaborate a strategy to develop and form the ALE system;
- identify funding sources, and direct funding for ALE institutions;
- provide scientific, methodological and personnel support for educational institutions;
- monitor and analyse system performance, compile and disseminate best practices.

Effective governance - developing regulatory frameworks, setting priorities and goals, coordinating key players - is impossible without an assessment of public educational needs and existing capacities. The representation and participation of all stakeholders is necessary to ensure that the learning needs of adults, especially those whose capacities are most limited, are properly considered.

Strong governance is a condition for an effective ALE system. Government and stakeholders should work together to develop an ALE policy, which is particularly important given the multi-dimensional nature of this area. Many ministries are involved in various aspects of the ALE system. Often ALE takes place outside the formal education system, actively involving social partners. This diversity can generate gaps and misalignments between ministries, and with stakeholders. ALE needs participatory decision-making: all stakeholders, including educators, learners and civil society, should engage in planning, implementation, monitoring and evaluation.

Formal, non-formal, informal – building bridges

In accordance with established practice in the international educational community, it is common to designate three types of educational activities, which relate to ALE:

- **formal education** - education that is structured in terms of goals, duration and assistance in learning, and that ends with a recognized diploma or certificate;
- **non-formal education**, usually not accompanied by a formal State certificate, which takes place in non-formal educational institutions or public organizations and different clubs, as well as during individual sessions with a tutor or coach;
- **informal (spontaneous) education** – individual cognitive activities that accompany daily life and are not necessarily planned for purpose.

Thus, for the development of ALE in Kyrgyzstan it is possible to define three system priority areas of interaction (with specific bridges between different types of education):

1. Collaboration of formal and non-formal educational institutions for research activities, identification of best practices, exchange of experience and use of infrastructure of formal educational institutions by non-formal ALE providers.
2. Cooperation between formal and non-formal education institutions to support and develop informal education through the development of open educational resources and promotion of E-Learning.
3. Recognition of non-formal and informal learning outcomes for professional skills recognition. Recognition of professional skills can be implemented through validation⁴¹. Qualification frameworks define a set of knowledge, skills and abilities, as well as their dynamic combination in the form of competencies, for different levels of education and areas of their application. As well as a qualification framework, an important condition for effective recognition is the quality of the procedure of validation. This can take various forms: interviews, examinations, tests, simulations, job observation.

The success of interaction between the formal, non-formal and informal learning sectors depends on the activity of the participants themselves, and on the specific actions of the State. For example:

- developing mechanisms to involve stakeholders, in particular representatives of civil society, in managing decision-making processes;
- developing national qualification frameworks;
- identifying the need to recognize non-formal and informal education;
- developing mechanisms for the recognition of non-formal and informal education.

Coherence, coordination, and cooperation

ALE is provided by a wide range of State and non-State organisations. The effectiveness of ALE policy and provision as a whole is often undermined by lack of coordination between the many parties, leading to fragmented and incoherent provision.

Strong coordination is essential, in several forms:

- horizontal coordination across ministries, inter-sectoral and inter-ministerial coordination;
- vertical coordination between ministries and local authorities;
- coordination between government and stakeholder engagement in policy-making;
- transnational cooperation.

41. Validation is verification of a person's professional competencies acquired through non-formal/informal training and/or work experience to obtain a qualification through independent certification.

To improve coordination it is necessary to create

- an Interdepartmental Commission under the Government of the Kyrgyz Republic – for strategic management of the sector,
- an Executive Body for ALE development – an agency, or division or department under MOES, for operational management of the sector.

The Interdepartmental Commission should include representatives of the Government, key ministries and agencies on development of adult education and training system, ALE providers, civil society organizations, business associations and experts on ALE. It is assumed that the Commission will determine the policy and main vectors for ALE development, approve the responsibilities of particular bodies, and identify areas of regional and international cooperation.

The relevance of forming a separate body to implement policies in ALE is determined by the presence of a large number of government officials in the sector and the growing number of players in the non-formal sector. The large number of implementers complicates management and eventually blurs the boundaries of responsibility. Hence there is a need for a coordination body.

In order to improve the coordination of all relevant ministries, a study on mapping the existing bodies should first be conducted. This will identify all agencies responsible for ALE, describe their functions (de jure and de facto), identify gaps, and eliminate overlapping tasks.

Coherence across national and local levels of policy-making. Although education is not part of the responsibilities of local governments⁴², they can still become active participants in the ALE sector. Local governments are a powerful resource for studying the local learning needs of the population, and popularizing ALE. Local self-government bodies may also support adult training centers through municipal order mechanisms, provision of premises and equipment. Coordination with local government bodies will thus allow prompt interaction with the population and help build a demand-based policy.

Reflecting conditions, enablers and barriers

There are many different barriers to participation of the whole population in adult learning. Many relate to the individual's own circumstances, background and personality. Some barriers exist for reasons independent of the individual's circumstances. The following are some of the main barriers and ways to minimize them in order to attract more adults to ALE.

- 1. Limited accessibility of ALE due to poverty and living conditions.** Individuals with low incomes are less likely to buy books and attend training courses. Poverty may also limit or prevent access to supportive technology such as computer or internet access; or it may leave an individual with limited places to study. It is then important to replace passive support measures, like benefits and payments, with active measures: providing free training courses or vouchers for free training.
- 2. Limited availability of ALE due to location.** National statistics show significant development gaps between the country's regions. Most educational organizations are located in the capital and major cities. To increase the coverage of ALE in rural areas it is possible to organize mobile and distance courses. To promote distance education, a set of interrelated measures is needed: 100% coverage by the internet, simplification of licensing for mobile courses, regional development programs, community empowerment.
- 3. Family responsibilities, particularly child care, are the greatest barriers to women's participation in ALE.** To reduce this barrier, active work in several areas is needed:

42. Law of the Kyrgyz Republic dated July 15 2011, #101 "On Local Self-Government". The responsibility of local government in the field of education include the provision of preschool education, school and vocational education in accordance with State educational standards.

- Development and implementation of general policies to achieve gender equality.
- Development of preschool education and childcare sector.
- Information campaigns on the benefits of education targeted at women.

4. Disability, particularly lack of mobility. Possible ways to minimize the barrier of remoteness from training centers:

- Support for educational centers implementing inclusion through public-private partnerships.
- Development of open educational resources. Promotion of distance education (E-learning).
- Public-private partnership with telecom operators and internet providers.
- Development of disabled-friendly infrastructure of ALE providers.

5. Strong stereotypes and negative perceptions of adult learners:

- Lack of personal confidence – fear about taking the first step, fear of joining adult education, fear that the course will be too difficult/that the learner will be left behind.
- Lack of support and understanding from family members – you have education already, you do not need to study more, you have many other responsibilities at home, etc.
- Age concerns – being "too old", not wanting to be surrounded by youngsters.
- Low motivation – belief that education wouldn't offer anything useful, or "I do not have time for that".
- Religious stereotypes – in some cases, women have limited opportunities to earn and learn due to their own or their family members' religious beliefs. This is really a gender stereotype supported by religious beliefs. To eliminate this it is necessary to increase the religious literacy of the population, which will also have a positive impact on increasing tolerance and reducing the population's vulnerability to negative influences, including religious extremism.

In general, these negative perceptions can be addressed through raising public awareness of learning opportunities and outcomes, telling about the benefits of education, and motivating through success-stories.

6. Lack of energy and health issues. Health and education are closely linked and interdependent. Health problems can make learning much more difficult, or impossible. The promotion of a culture of hygiene and a healthy lifestyle (physical activity, nutrition, daily routine) can be highlighted recommendations for the maintenance of public health.

Strategic intervention areas for an ALE strategy

Policy, legislation, and financing

Legal mechanisms are one of the strongest and most commonly used methods for multi-level governance. They can ensure clear responsibilities and provide the necessary resources. However, legal mechanisms are slow to adapt and may crowd out the self-initiative of different parties. For example, legislated funding may increase dependence on transfers and limit sub-national revenue. Standard-setting is less binding than legislation, but defines the minimum inputs, outputs and/or outcomes required for an activity.

A group of experts from civil society elaborated a Concept for ALE Development in the Kyrgyz Republic for 2020-2030⁴³. In 2019, presentations and public hearings were held with stakeholders in all regions of Kyrgyzstan. The result of this concept should be future achievement of ALE, based on the principles of access to quality learning and education throughout life, without restriction or discrimination, ensuring

43. The Concept has been developed in accordance with regulatory legal acts and the main strategic documents of the Kyrgyz Republic. There were several earlier attempts to change legislation on adult education. For example, in 2008 the Working Group on Development of the Law on Adult Education established by the MOES developed and submitted a draft law on adult education, which was not supported by the Ministry of Finance.

the achievement of the goals and objectives set out in the National Development Strategy of the Kyrgyz Republic for 2018-2040.

In September 2019 the *Concept of a National Qualification System (NQF)* was approved. According to this Concept, by the end of 2020, six sectoral qualification frameworks should be established and approved, taking into account national priorities. It is important to ensure the participation of all stakeholders in the NQF development process. The following documents have been already developed for systematic development of independent certification of professional competencies, under the GIZ program *Employment and Vocational Training Promotion*:

- Guidelines for implementation of system of independent certification of professional competencies in Kyrgyzstan.
- Guidance on organization of final qualification exams with elements of independent certification of professional competencies in educational institutions of initial professional education in Kyrgyzstan.
- Guidance on organization and implementation of validation in Kyrgyzstan.

Note also that new standards need to be developed for issuing licences for non-formal educational courses for adults. This is most relevant for mobile courses that provide training at the employer's premises or in the places where the participants live. The revision of licensing rules for non-formal educational activities should ensure a flexible, transparent and corruption-free system that allows the number of quality educational institutions and programs of adult education and training to increase.

Developing effective policy and legislation in the ALE sector can take significant time and investments. However, such an investment will pay off in the long run with significant changes in economic and social development, and improvements for the country in general and course participants in particular. Note the following benefits from promoting ALE:

economic:

provision of the labor market with the labor force having better professional skills,
 decrease of unemployment,
 poverty reduction,
 small business development,
 increase in the state budget by increasing tax deductions.

social:

more tolerant society,
 conflict prevention,
 increase of civic engagement of adults and youth,
 improved gender equality,
 improved public health safety,
 improved quality of life.

High commitment to support, particularly, those, who cannot afford fees, is important. Financial incentives and funding mechanisms can help increase access, participation and provision for adult learners. Resources can be raised through such instruments as public social contract, public-private partnership and public procurement. It is also necessary to initiate and develop innovative means of funding, based on shared responsibility: such as cost-sharing schemes, with contributions by at least two parties. As an example, there are tax incentives, allowances or tax credits, grants, vouchers and individual learning accounts.

Organization, management, and administration

The field of ALE requires detailed elaboration of each of the management functions:

Planning. ALE is not a well-defined sector with an explicit strategy. Development of an ALE concept and strategy, identification of key priorities and goals, are required.⁴⁴

Organization and coordination. For successful sector management, an independent agency or department for ALE (or a department for LLL) operating under the MOES is advisable.

Motivation. There should be motivation to attract new providers of ALE. As well as developing a culture of LLL, elaborating and piloting mechanisms to raise public awareness of learning opportunities and outcomes, it should increase adults' motivation to learn.

Control. The quality of educational services in primary, secondary and higher vocational education institutions is monitored through accreditation. The State regulates the activity of private providers by issuing licences. Perpetual licenses are now issued, but the MOES has insufficient resources to conduct regular inspections of activities. Educational courses are not always organized after obtaining the relevant licence. In fact, the main regulator of the success of providers of additional ALE is the market. Non-formal educational courses develop in a competitive environment; less successful courses are either closed or improve the quality of services. Nevertheless, it is important for the State to develop relevant standards and requirements for quality control, and to ensure access based on principles beyond mere market-based regulation. In addition, these requirements should be known to consumers so that they can independently assess whether the organization meets the standards.

Monitoring. A monitoring and evaluation tool for ALE programmes and projects should be introduced into management practice. An important measure is integration into the functions of statistical bodies the collection of necessary data on ALE, to be used in decision-making.

Analysis. Different studies should be carried out to improve sector management, for example of labor market research, and best practices in the field of ALE. By investing in research of what works, and by monitoring the impact of the policies, it would be possible to integrate these and make management more effective, saving money in the long run.

Recognition, validation, and accreditation

There is a need to recognize non-formal and informal learning outcomes for many reasons: demographic, economic, geographic, political and social. Recognising non-formal and informal learning can have a positive social impact on workers who raise their status in this way and society, as well as on macro-economic development. Social effects may include recognition of qualifications, or access to the next levels of education for those who have not been able to obtain formal education.

From a macro-economic point of view, recognising non-formal and informal education can contribute to more effective distribution of the labor force in the labor market, attracting to sectors of the economy that lack enough personnel. Such a labor force does not have certificates but is able to perform necessary functions.⁴⁵ Taking part of the labor force out from the informal economy is another important aspect of recognising qualifications.

44. The Ministry of Education and Science of the Kyrgyz Republic has contributed to the development of the Concept of Adult Education and Training in the Kyrgyz Republic in the first three-year work plan for the implementation of the Strategy for Education Development in the Kyrgyz Republic 2020 - 2040.

45. In this case it is understood to conduct economic activity bypassing restrictions, rules and basic social guarantees.

According to the OECD, recognising non-formal and informal learning outcomes goes through the following steps⁴⁶:

- **Identification and documentation** – identifying what someone knows or can do, and typically recording it. This is a personal stage, possibly with guidance.
- **Evaluation and self-evaluation** – establishing what someone knows or can do. Where there is significant formalisation, it could involve reliance on an external evaluator.
- **Validation** – establishing that what someone knows or can do satisfies certain requirements, points of reference or standards. In this stage, a level of performance is set and requires the involvement of a third party; it may be implemented by educational institutions and independent institutes.
- **Certification** – stating that what someone knows or can do satisfies certain requirements, and awarding a document testifying to this. This necessitates the involvement of an accredited authority to certify performance, and possibly also its level.
- **Social recognition** – acceptance by society of the signs of what someone knows or can do. Ultimately, it should be possible for a recognition process to deliver qualifications fully equivalent to those obtained through formal learning.

Independent certification of professional competencies and validation of professional skills in Kyrgyzstan

As part of the GIZ program Promotion of Employment and Vocational Training, a branch system of independent certification of professional competencies was established in 2015. Independent certification of professional competencies was tested in 60 primary vocational education institutions in 2019 in 11 professions in 8 strategic sectors of the Kyrgyz economy. Today, 8 centers of excellence⁴⁷ in the system of primary vocational education have been established, focused on key sectors of the KR economy:

- construction,
- energy,
- textile industry,
- agricultural industry,
- housing and communal services,
- information and communication technologies,
- catering,
- beauty industry.

The purpose of centers of excellence is to support and coordinate the work of educational institutions, to improve the quality of primary vocational education by developing and disseminating best practices.

The experience of independent certification of professional competencies is now being extended to all primary vocational education institutions. In 2020, it was planned to hold final qualification exams with elements of independent certification of professional competencies in all educational institutions of primary vocational education⁴⁸, postponed due to the COVID-19 pandemic.

Validation of professional skills has also been piloted in catering, beauty industry and construction, with labor migrants and unemployed people. During piloting, infrastructure was created, specialists involved in the validation process were trained, and validation standards were developed and tested in three areas. A legal framework is needed to conduct validation on a regular basis. By the end of May 2020, expert group were to finalize work on validation documentation in three areas - catering, beauty industry and construction. According to experts in the certification of professional competencies and validation of professional skills in the Kyrgyz Republic, this year several more validation procedures are planned, to analyze and adjust the validation process. To take the validation mechanism further, it is necessary to define general professional requirements on the part of industries and to develop a national framework of qualifications.

46. OECD, 2010. Recognising non-formal and informal learning: outcomes, policies and practices. P. 8.

47. Source: <http://cpo.kesip.kg>. Regulation (pilot) on sectoral centers of excellence in educational institutions of the primary vocational education system of the Kyrgyz Republic: <http://cpo.kesip.kg/wp-content/uploads/2020/03/polozhenie-o-cpo.pdf>

48. Experimental (temporary) regulation on final qualification exams with elements of independent certification of professional competencies in educational institutions of initial vocational education of the Kyrgyz Republic. Source: http://cpo.kesip.kg/nspk/1/Polozhenie_ANPO_2019-2020.pdf

Evidence, monitoring and evaluation

Creation of adult learning policy must be based upon solid evidence highlighting the most effective practices and interventions. Research is proposed in the following three areas:

- mapping the activities of key actors in adult education in Kyrgyzstan;
- labor market research to determine the needs of the Kyrgyz Republic in specialists;
- study of best practices in ALE sector and assessment of implementation opportunities in Kyrgyzstan.

To achieve coherence across policy fields, policymakers and stakeholders need to know what is going on in other fields, and the rationale for the different initiatives. Collaboration and partnerships between Education, Labor and Social development, Culture, Finance, Justice and Health ministries, social partners and civil society promotes the creation of a shared knowledge base and mutual understanding. Building on this shared knowledge, stakeholders can negotiate adjustments between policies and coordinate their policies, or develop new integrated policies, to enhance their potential and achieve common goals.

Monitoring and evaluation systems are also an important basis of strong governance: they can generate information on the returns of adult learning and the effectiveness of various programmes. These systems help design and implement evidence-based policies, and assess whether the adult-learning system is meeting its objectives. All ministries should collaborate in developing meaningful, relevant and robust data systems at national level in order to inform good policy and monitoring.

A successful example of the implementation of monitoring mechanisms is the monitoring of employment of vocational lyceum graduates. Educational institutions monitor the activity of their graduates for 9 months after graduation. Monitoring of graduates began in 2013 with support of the European Education Fund. But this form of work was fully developed under the Second Project of the Asian Development Bank. The program was launched by the Ministry of Education and Science jointly with the Agency for Primary Vocational Education. The method is used to determine the quality level of education in educational institutions.

In general, it is important to develop a monitoring and evaluation plan to implement an ALE development strategy. Monitoring will include tracking the achievement of agreed indicators reflecting the results of educational activities. The sources of information on the achievement of these indicators will be sociological studies by government agencies and education providers' reports, independent qualitative assessments and surveys. Monitoring should be conducted annually. Both state and independent institutions should be involved. An effective and multi-channel measurement system will provide an opportunity for rapid analysis, forecasting and identifying actual problems, as well as developing measures to address them.

Activities, priorities and steps in implementing an ALE strategy

Awareness-raising, information and motivation

"Further efforts are needed to raise awareness of the potential of ALE among all relevant stakeholders: policy-makers, researchers, and practitioners beyond education, particularly in labor, health, community development, agriculture, peace promotion and conflict prevention, social cohesion, defense and military services, internal or homeland security, in ministries and agencies of international cooperation, in faith-based organizations, unions, political parties and the full breadth of civil society"⁴⁹.

Public consultations and open dialogue with stakeholders in the adult education community. The objective is to provide actors implementing awareness-raising programmes, or adult learning initiatives,

49. UNESCO Institute for Lifelong Learning. 2018. The power of adult learning and education: a vision towards 2030. Suwon-Osan CONFINTEA VI Mid-Term Review Statement. P. 8..

with the necessary evidence to develop ideas and products addressing existing gaps and disseminate research and policy reports. This information will help education providers, private organisations, and NGOs better to identify necessary interventions. The government, as the executive body for promoting adult education in Kyrgyzstan, should be responsible for the process.

Advocacy activities targeting policy-makers. This includes dissemination of the needs of learners and non-formal education providers, including ATCs' work on a daily basis; and makes them known at policy level through lobbying, campaigning, awareness-raising, direct actions and working with the media. Those responsible for the process: non-profit organisations in the education sector, ATCs.

Develop/implement campaigns targeting adult learners. This includes the development and implementation of multiple targeted, needs-oriented, innovative and context-based local campaigns for adults. It also includes the use of existing online tools, and developing new ones such as social media, online platforms, forums, games, animations, videos, etc. Those responsible for the process are executive bodies for promoting adult education in Kyrgyzstan, non-profit organisations in the education sector, ATCs.

Research on local needs of the adult population. Responsible for the process: non-profit organisations in the education sector, ATCs, local governments.

Examples of activities that could be developed to increase the level of awareness of the importance of ALE across different target groups:

- **Policy-makers:** round tables, conferences, policy papers, researches, case studies, meetings.
- **Social partners:** e.g. business associations, associations outside education: conferences, meetings, thematic evenings, trainings.
- **Adult Training Centers:** conferences, best practice exchanges, workshops, training materials.
- **Media:** round tables, conferences, information meetings, press breakfast or press lunch.
- **Adult learners:** raising campaigns, success stories, social media campaigns, TV/films, promotion through influencers - celebrities, deputies, bloggers, religious figures.

Global events that can draw the attention of all these target groups include the organization of major thematic holidays and activity-based campaigns (e.g., "Global Action Week for Education", "16 Days of Activism against Gender-Based Violence", etc.).

Capacity-building and training personnel across the sector

It is important to raise the awareness of all stakeholders about developing ALE, as well as strengthening their capacities. It is essential to train policy and decision makers in all aspects of the sector: to indicate management and funding opportunities and demonstrate the benefits of ALE. It is also crucial to increase the capacity of civil society organizations and ALE providers themselves.

Development of Andragogy. One of the most pressing issues in capacity-building is training providers and trainers. Teaching adults is a challenging job. It requires specialized training including adult-specific teaching methods of high quality, including authentic materials from all areas of everyday life. The specialist andragogue is skilled in tolerant communication, including such techniques as active listening, visual contact, knowing how to support the student, achieving mutual understanding, and stimulating processes of self-awareness and self-development.

There are no regular training courses for andragogues in Kyrgyzstan today. It is important to recognize the need for such specialists by adopting the andragogue profession in the national classifier of professions

of the Kyrgyz Republic; and to develop fitting training courses. Opportunities for training andragogues can be identified: institutionalization of the Curriculum globALE (CG) training program; and introducing modules for advanced training using selected relevant and motivated institutions.

Capacity-building of training providers. All adults now need digital skills: not just better literacy but also better digital literacy. Many adults lack the skills to live and work in an increasingly digital society and labor market. They are unable to benefit fully from the opportunities offered by digital media, and risk being further excluded as ever more information and services are offered online. It is important to increase the capacity of training centers to use the opportunities offered by ICTs in learning, increase the digital literacy of the population and develop and implement online courses in the future.

From Andragogy to "Heutagogy". The rapid development of science and technology requires human beings to develop as rapidly, and adapt to new conditions. In this regard, much attention in the modern world is paid to the developing conditions for self-education. New views on the educational process, its opportunities and tasks are developing. Heutagogy is positioned as a new approach to the organization of adult learning: teaching about self-education. To implement the principles of heutagogy in the educational process, approaches to the production of educational content should be studied, revised and adjusted. It should be as simple and clear as possible: presented using game components, preferably in small portions in different formats. There are already examples of online courses: some 4,000 different courses in electronic format – Skyeng (teaching foreign languages), Netology (teaching online professions) and others.

Creating alliances – Government, non-State and private actors

In order to promote and strengthen ALE, increased cooperation between all relevant stakeholders, including governmental bodies, research institutions, civil society organizations, private sector and media, both bilaterally and multilaterally, should be encouraged.

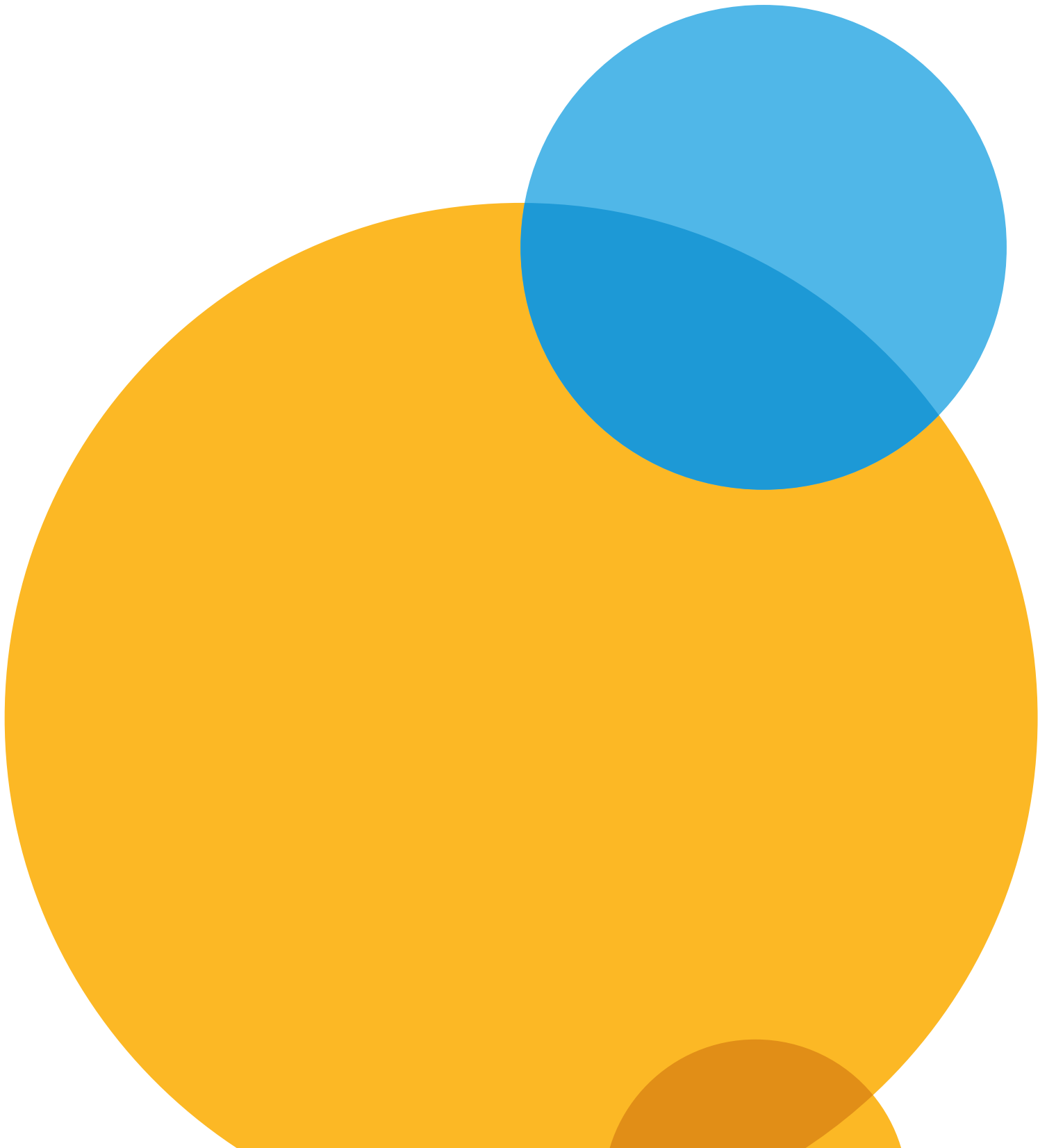
The creation of an **Interdepartmental Commission on Adult Learning and Education in Kyrgyzstan** is proposed as a strategic body overseeing the sphere of ALE. This commission should include representatives of all ministries, one way or another operating in ALE, representatives from the civil sector, and providers of ALE, business, trade union organizations, and international experts.

Specific areas of engagement and collaboration with non-State actors include:

- **Policy dialogue:** non-State actor participation in policy dialogue nurtures a sense of ownership that will enhance sustainability of policy adoption and implementation. It allows for civil society and private sector interests to be heard.
- **Norms and standard-setting:** the involvement of non-State actors from both civil society and the private sector in design and implementation of education standards is critical to their success.
- **Advocacy and communication:** engaging both civil society and the private sector in ALE advocacy and communication activities can allow the Government to reach a wider audience, with strengthened scope and impact across broader sections of the population. They can jointly raise public awareness and build stronger support.
- **Promoting at the local level:** to strengthen local capabilities and project outreach in a cost-effective manner, dialogue and partnership should be promoted with non-State actors to design, implement, and monitor high quality and sustainable local initiatives, programmes and projects.
- **Knowledge management and capacity development:** non-State actors can have substantial roles in promoting ALE. For example, the private sector can contribute to policy-makers' knowledge and research capacity, by providing data and information on market trends and emerging technologies.

Ensuring a balanced representation of non-State and private actors. It is important not only to

ensure the presence of civil society organizations, but also to arrange a qualitative composition of the Interdepartmental Commission, that reflects the interests of target groups as much as possible. Thus, it is important to ensure the representation of organizations from all regions of Kyrgyzstan of those that directly carry out activities or have membership organizations; a gender and age balance is of particular importance; involve organizations working with vulnerable and marginalized groups; and ensure the participation of employers from different sectors of the economy.



04. THREE ADDITIONAL AREAS

The development of ICT technologies, and increasing digital literacy

Information and communication technologies (ICT) have great potential to improve adult access to a wide variety of learning opportunities and to promote equity and inclusion. They provide a variety of innovative opportunities for LLL, reducing dependence on traditional formal education structures and allowing for individualized learning. Through the use of mobile devices, e-networking, social networks and online learning courses, adult learners are provided with learning opportunities anytime, anywhere. Information and communication technologies also have considerable potential to facilitate access to education for persons with disabilities, as well as for members of other marginalized and disadvantaged groups, allowing for their fuller integration into society. At the same time, it is important to consider ICT technologies not only as an opportunity for adult learning, for example, the development of Massive Open Online Courses (MOOC) and Open Education Resources (OER), but also as an opportunity to improve the educational environment (developing electronic document circulation, electronic payment systems, the digital signature of a citizen, etc.).

Suggestions for cooperation between Central Asian countries

Knowledge-sharing (joint activities, development of online platforms). Central Asian states should consider sharing their experiences, and increasing and improving the effectiveness of mutual assistance. This would involve facilitating regular exchange of information, documentation and materials related to policies, concepts, practices and related researches at national, regional and international levels. The maximum use and transfer of new information and communication technologies should be ensured and the mobility of learners between countries facilitated.

ASPBAE. New opportunities for civil society organizations in Central Asia have opened up for capacity building and exchange of experience through the expansion of the Asia South Pacific Association for Basic and Adult Education (ASPBAE) activities. ASPBAE is a regional network of more than 200 civil society organizations and individuals operating in around 30 countries of the Asia-Pacific. ASPBAE works to promote the right to high quality education and for transformative and liberating lifelong adult education and learning for all. ASPBAE lobbies with governments to uphold education as an empowering tool to combat poverty, and all forms of exclusion and discrimination, to enable active and meaningful participation in governance, and to build a culture of peace and international understanding. In March 2020 the ASPBAE Executive Council approved the creation of a stand-alone sub-region for Central Asia, now counted as sub-region 5 of ASPBAE.

Cooperation with international organizations

UNESCO Institute for Lifelong Learning (UIL) is one of UNESCO's key education-related institutes. Taking a holistic and integrated, inter-sectoral and cross-sectoral approach to LLL as the guiding paradigm for 21st century education, UIL promotes and supports LLL with a focus on adult learning, continuing education, literacy and non-formal basic education. Its activities place particular emphasis on furthering educational equity for disadvantaged groups and in the countries most afflicted by poverty and conflict.

Contribution to preparation of CONFINTEA VII Report from DVV International and ALE providers. CONFINTEA⁵⁰ is an international series of conferences on adult education. CONFINTEA VII Regional Pre-conferences will be held in 2021. The CONFINTEA VII Global Conference is planned for Marrakesh, Morocco, June 2022.

50. Such problems include high poverty rate (22.4%), frequent changes of government (this leads to the loss of institutional memory and slows down the decision-making process), and lack of political will.

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<http://www.dvv-international-central-asia.org>

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<http://nspk-povar.kg>

Information-communication platform of COE:
<http://cpo.kesip.kg>

MLSD website:
<https://mlsp.gov.kg>

MLSD Employment Promotion Portal:
<http://zanyatost.kg>

MOES website:
<https://edu.gov.kg/ru>

National Statistics Committee website:
<http://stat.kg/en>

Primary Vocational Education Agency website:
<http://www.kesip.kg/ru>

Register of issued licenses for educational activities:
<http://license.edu.gov.kg>

Skills Development Foundation website:
<http://frn.kesip.kg/ru>

UNESCO Institute for Lifelong Learning website:
<https://uil.unesco.org>

OUR PROFILE

DVV International is the Institute for International Co-operation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 900 Adult Education Centres (Volkshochschulen) and their associations at federal state level, these being the largest further education providers in Germany. As the leading professional organisation in ALE and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for youth and adult education. We are a professional partner in dialogue with the local people. To achieve this, we cooperate with more than 200 civil society, governmental and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe.

Our country and regional offices establish local and regional cooperation, and ensure the quality and effectiveness of our activities in our partner countries. Our work focuses on literacy and basic education, vocational training, global and intercultural learning, environmental education and sustainable development, migration and integration, refugee work, health education, conflict prevention and democracy education.

DVV International finances its work through funds from the Federal Ministry for Economic Cooperation and Development (BMZ), the German Federal Foreign Office and the European Union, as well as other donors. In concert with national, regional and global ALE associations, DVV International promotes lobbying work and advocacy for the human right to education and for lifelong learning. To achieve this, we orientate ourselves towards the UN's Sustainable Development Goals (SDGs), the Education 2030 global education agenda, and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

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